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FINAL REPORT

ABOUT DIVERSITY DIALOGUE DAY 2018-2019 SCHOOL YEAR

OVERVIEW

A one-day high school forum, Diversity Dialogue Day (3D) is open to all high school students and educators in each of VCIC's chapter locations. The program is designed to guide students through a process of awareness to action. 3D gives youth an opportunity to develop solutions to create a more inclusive environment at their school. It's a chance for students to learn about discrimination and prejudice, talk with their peers about problems facing their school, and get motivated to create changes.

GOAL

To increase high school youth's sensitivity to and awareness of diversity issues so that they can create school and community environments free from the distractions of prejudice, stereotypes, and bigotry.

OBJECTIVES

- Increase understanding of what prejudice is, decrease stereotypic attitudes, and develop an expanded awareness of discrimination and the harmful effects on individuals, groups, and communities.
- Develop an increased sense of personal empowerment and recognize the positive impact they, as individuals and as groups of students, can have on their own schools and communities.
- Create connections with peers from a similar geographic area.
- Be exposed to diverse perspectives.

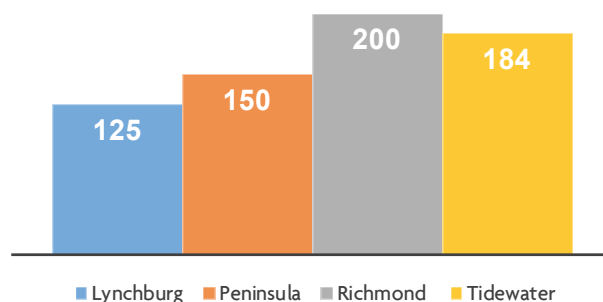
WHERE

In the 2018-2019 school year, Diversity Dialogue Day forums sponsored by Dominion Energy took place in four regions of Virginia: Lynchburg (including schools that represented Appomattox, Bedford, Botetourt, Campbell, Cumberland, and Lynchburg), Peninsula (including schools that represented Gloucester, Hampton, Newport News, Poquoson, and Williamsburg-James City County), Richmond (including schools that represented Chesterfield, Goochland, Hanover, Henrico, Powhatan, Prince George and Richmond, as well as two regional schools), and Tidewater (including schools that represented Chesapeake, Norfolk, Portsmouth, Suffolk and Virginia Beach).

NUMBER OF PARTICIPANTS

In total, 659 students, educators, and volunteers came together across four regions to address ways to combat prejudice in their schools.

PARTICIPANTS BY REGION



EVALUATION RESULTS

In the Peninsula region:

90% of students said that they believe that they can contribute to reducing the impact of stereotypes in their school.

89% of students are more motivated to make their schools a place where everyone can feel like they belong, achieve and contribute.



STUDENTS SAID:

- ▶ “I got to hear tons of different ideas and ways of thinking and it will definitely change my way of thinking forever”
- ▶ “DDD truly changed my outlook on how people are impacted by what others say and their perspective of things”
- ▶ “An eye-opening, inspirational and reflective program for everyone”
- ▶ “I’ve had an amazing time getting to talk to many different people and I find it relieving that many other people share the same ideas as me”
- ▶ “Today was a unique experience that I really enjoyed and hope to actually make a change”
- ▶ “DDD helped me realize that stereotypes are more harmful than I thought and gave me a better understanding of how I can help”

In the Richmond region:

of students have an increased awareness of the experiences of people who are different than them. **96%**

of students said they are more aware of which groups might experience the impacts of stereotypes in school. **91%**

In the Tidewater region:

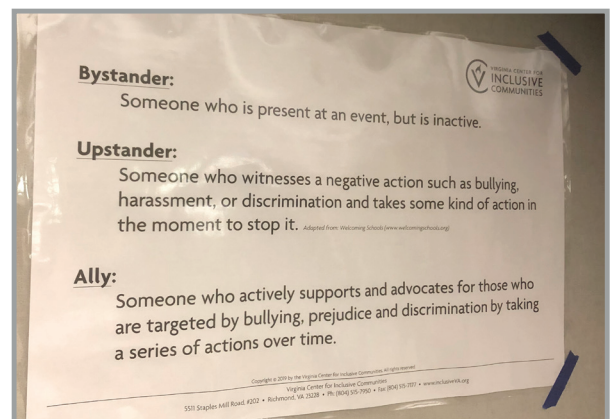
of students said they are more aware of how people might feel excluded in school based on class/socio-economic status. **94%**

of students said they are more likely to step in a situation where there is exclusion based on class/socio-economic status. **90%**

In the Lynchburg region:

of participants said they are more motivated to make schools more inclusive of people different classes/socio-economic statuses. **94%**

of participants said they are more aware of how their experience with class / socio-economic status shapes their opinions. **93%**



STUDENT PROGRAMMING - FALL 2018



In the Fall, VCIC traveled to Hampton University and the University of Richmond where participants focused on ways to Stop Stereotypes In Schools. Students engaged in a large group workshop that helped to build awareness on how stereotypes show up in everyday life and the dangers of prejudice. The presentation concluded with a description of the Action Continuum, a framework intended to help students identify and develop personal methods for addressing prejudicial stereotypes in a variety of situations. Students later divided into break out rooms, where they participated in an interactive activity that

encouraged them to examine the impact of negative stereotypes and where and when they show up in school. With this information, students explored their own individual leadership styles and considered how those styles could be used to challenge negative stereotypes. At the end of the forum, students reconnected with their school groups and shared their individual commitments to take action in their schools.



STUDENT PROGRAMMING - SPRING 2019

In the Spring, we updated our curriculum on class and socioeconomic status for students who attended programs at Old Dominion University and the University of Lynchburg. This program focused on the ways that individuals and groups perceive the effects of class on their school climates. During the large group workshop, students learned what wealth distribution looks like in the United States while also examining the experiences of people from different classes. They considered ways that schools may intentionally or unintentionally reinforce negative stereotypes related to these issues as well. From there, participants went to their assigned breakout groups to reflect on their own experiences with class. They recalled situations where students may have been excluded due to their socioeconomic status, and used these situations to brainstorm ways to become effective allies and upstanders in the future. Students made individual commitments and, at the end of the day, shared their individual pledges among their school groups in order to become more inclusive of others from different classes.



EDUCATOR PROGRAMMING

While students were in their breakout sessions, educators went through their own workshop. At all four programs, teachers previewed some of the activities that their students were experiencing and explored key terms and definitions related to the topic for the day. In the Fall, educators went into more depth around the ways that stereotypes can impact their school climate and culture. They then considered how to respond to these stereotypes in culturally relevant ways while moving beyond cultural competence toward equity literacy. In the Spring, educators considered their own class background experiences and used that lens to explore the potential impacts that socioeconomic status can have in their students. Educators were tasked with considering practical ways to support more inclusive schools and in doing so, shared location-specific groups and activities with one another. Throughout all four sessions, each educator received take-home resources from VCIC that were customized to the days' area of focus.



SPECIAL THANKS

Dominion Energy
Hampton University
Old Dominion University
University of Lynchburg
University of Richmond
Virginia Wesleyan University



Jimez Ashby Jr.
Mike Bremer
Vanessa Clinton
Dennis Coan
Lindsey Comfort
Tina Cook*
Kim Davies
David Duck
Karla Duncan*
Gina Elbert*
Catherine Estevez
Brandy Ewell
Jenn Garcia

VOLUNTEERS

Gretchen Graham
Patricia Habersham
Bill Harris, Jr.*
Linda Haskins*
Kelly Jackson
TJ Jones
Lynn Kline
Anita Kozakewicz
Kimberly Kyle
Ruth Littlejohn
Haley Lott
Joy McDonald
Jessica Messai

Carlos Morales
Jo Murphy
Lindsey Norfolk*
Melissa Politan
Marc Propst
Mary Riser
Nicole Robinson
Kim Ross
Rich Sharp
Anne Stratton
Crystal Taylor*
Amy Thalhimier
Katie Zawacki

**Dominion Energy Employees*